

Sixth Ward Elementary
PreK-5th Grade
Dr. Mary Biernacki
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
3 rd Grade DIBELS is a relative strength with 66% “Benchmark”	1	2014/15 DIBELS Scores
Decreased number of suspensions from previous school year.	2	2014/15 Discipline Data sheet
Math CRT scores in 3 rd and 4 th grade.	3	2013-2015 PARCC Scores
Whole School Science CRT scores consistently out-performed district average.	4	2013-2015 LEAP and iLEAP scores
Goal was reached for Parental Involvement in the area of parent awareness. (Goal of 10% was exceeded by a score of 10.2%)	5	2015 Parental Involvement rubric

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Kindergarten declined in Benchmarks from Fall to Spring 2012-2015.	1	2012-2015 DIBELS Scores
5 th Grade CRT scores, across all subject areas, are consistently lower than other grade levels.	2	2013-2015 PARCC, LEAP and iLEAP Scores
Whole School 3 rd and 5 th grade Students With Disabilities’ proficiency scores in Math and ELA have been low for the past 3 years.	3	2013-2015 PARCC, LEAP, and iLEAP Scores
Students With Disabilities’ achievement gap increased in ELA.	4	2013-2015 PARCC, LEAP, and iLEAP Scores
15% of students serviced by MHP have not shown an improvement in emotional well-being according to the Likert Scale for Emotional Well-Being and are continuing to spend increased time out of the classroom for service.	5	2015 scores from the Likert Scale for Emotional Well-Being
Only 80% of parents know how the Title I program works at our school.	6	2015 Parental Involvement Survey

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, there will be a 15% improvement of kindergarten students reading at benchmark as evidenced by end of year DIBELS data.
2 By May 2016, 5th grade students will score 10 points higher in ELA, Math, and Science CRT Index
3. Students With Disabilities' scores will increase from 43% proficiency in ELA and 34% proficiency in Math to 50% proficiency in each by May 2016.
4. By May 2016, 90% of students serviced by MHP will show an improvement in emotional well-being according to the Likert Scale for Emotional Well-Being resulting in less time out of the classroom for students being serviced.
5. By May 2016, 88% of the parents will indicate an awareness of the Title I program on the Spring Title I PI Survey.
6. By May 2016, Whole School Science CRT scores will improve by 10 points.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 96%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>PLC</u></p> <ul style="list-style-type: none"> • Elizabeth Bonnell leads PLC • Teachers are grouped by grade levels in order to address specific academic objectives. When content areas dictate, specific presenters are contracted for designated grade groups. • Other activities may involve other personnel; i.e. substitutes, presenters, etc. • Meetings will be scheduled monthly based on professional development needs. • Focus of PLCs: Writing Styles of Writing (Narrative, Research, Literary Analysis) PARCC Writing prompts • DIBELS Progress Monitoring and intervention 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute pay and benefits</p>
<p>Lorina Hurley is our Instructional Coach and responsibilities are as follows:</p> <ul style="list-style-type: none"> ◆ Five week coaching cycles working with four teachers per cycle. ◆ Collaborate with classroom teachers to determine data driven goals to be addressed during the coaching cycles. ◆ Planning and co-teaching lessons to specifically address determined goals. ◆ Assist 3rd grade with piloting the Guidebook 2.0 program. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.(District Title I)</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> • Faculty meetings for parish and state mandated trainings • Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED • After-school, before school, and district sponsored professional development • LACUE- Training to integrate technology in to classrooms 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>2015 LACUE registration</p>

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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

During transfer and job fair, administration emails potential applicants inviting them to interview for a position at our school. Additionally, the administration conducts interviews with desired applicants and provides them with a school tour that highlights the school's unique culture and educational programs. The school maintains a website that attracts highly qualified teachers.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.

<p>Parents will be involved in the creation of the Title I School Improvement Plan in November/December 2015 They are also included in meetings of the SIP committee when they meet to discuss Title I budget and plan revisions. Parents are involved in the implementation of the Title I program as follows: parent events such as grade level parent meetings in September, October, and November</p> <ul style="list-style-type: none"> - Discussion regarding the planning of school-wide events, School-wide PBIS plan, allocation of Title I Money, are discussed at these meetings to allow for parental input and suggestions - The school's Title I program is a line item on each monthly PTA meeting. - Volunteering: parents are encouraged to volunteer for classroom activities and other event throughout the year. <p>Parents are also involved in the evaluation process through Parent Surveys, PTA Minutes where Title I is discussed, and Tickets out the Door during events. This evaluation information will be compiled and presented in the PI meeting on April 7, 2016. When the entire Title I evaluation has been compiled it will be presented to the SIP Committee for final review before presenting to stakeholders. Parents are included on this committee.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p>
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<p>Meeting dates are as follows for the planning, implementation, and evaluation the Parent Involvement Policy/compact and PI plan:</p> <ul style="list-style-type: none"> -September 8, 2015 -October 8, 2015 -November 19, 2015 -April 7, 2016 -TBD monthly thereafter <ul style="list-style-type: none"> • Meeting dates for the School Improvement Plan are as follows: <ul style="list-style-type: none"> -November 12, 2015 -November 18, 2015 -May 2016 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p>
<p>Parents will receive timely information about the Title I program as follows:</p> <ul style="list-style-type: none"> • Weekly teacher newsletters sent home in Nicky folders. • Teacher Websites • Information about the Title I program will be placed on the school website and will be updated weekly. • A DVD with Information about the Title I program will be broadcast in classrooms during open house and other parent-involvement events. • Monthly newsletters sent home by the PTA will include updates regarding Title I program and activities. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> X </u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher Web webmaster stipend pay Nicky folder Colored Paper Postage for mailings</p>
<p>Parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</p> <ul style="list-style-type: none"> • School website links to the district’s curriculum page for parents, which outlines Scope & Sequence for ELA and Math. • Teacher weekly newsletter • Teacher websites • State testing results are mailed to parents as soon as they are received at the school. Information regarding these scores and proficiency levels is also provided in this mailing. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher Web Webmaster stipend pay Nicky folders</p>

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<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p> <p>-PTA meeting/Open House: October 8, 2015 -Literacy Night: Spring 2016 -SWE has a separate grade-level specific parent meeting in September, October, and November for all grades pre-K-5. These meetings outline the grade level curriculum, how the children are assessed, and learning expectations.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Colored copy paper</p>
<p>Parents are encouraged to participate in decision making opportunities. (Invitations are placed in Nicky folders, Monthly newsletters provide dates for events, school website posts events, school marquee sign is updated for events, and robocalls go out as reminders for these events):</p> <ul style="list-style-type: none"> • Monthly PTA meetings (Title I program is on every agenda) 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • Books and Games for Parenting Center

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<ul style="list-style-type: none"> • SAT meetings Individual Invitations (weekly on Thursdays) • IEP meeting Individual Invitations (As required by individual IEPs) • Parent/Teacher conferences are encouraged by Individual Invitations as needed and discussed during open house in September 2016 • Parenting Materials Center- Resources can be checked out by parents. 	<p style="text-align: center;"><u> </u> Bond Money <u> X </u> Other</p>	
<p>Training Activities for Parents:</p> <ul style="list-style-type: none"> ◆ SWE “Grade Level Success” Parent Development workshops (Five meetings: 1 for each grade level held Monthly 2015/16) ◆ “Meet and Greet” (August 6) Parents will meet with the teachers and become aware of policies and procedures for the school year including the Title I plan. Curriculum and homework policies were discussed Opportunities for conferences during Open House night were scheduled. ◆ Family Literacy Night/Book Fair (Spring 2016) Parents and students will attend an after school event focused on the practicality of literacy, literacy strategies, registering at the local library, and the importance of literacy in everyday life., ◆ Math/Science Night (November 15) Parents and students will attend an after school event focused on the practicality of math and science, strategies for daily usage and for fifth grade students, how to prepare for the science fair project. ◆ SWE Parent Night- Teachers will discuss activities to improve their student’s academic performance and varieties of assessment ◆ PK/K/1 Parent in-services to help students with reading (February, 2016) 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Postage for Mailings</p> <p>Supplies for Math/Science Night and Literacy Night</p>

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<p>Home/School Communication:</p> <ul style="list-style-type: none"> ◆ Collaboration and participation events for parents will be posted on school website and updated weekly. ◆ Teacher Web ◆ Robocalls ◆ Monthly memo from principal outlining school events ◆ Monthly PTA newsletter ◆ Weekly communication Nicky folders in each class. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i></p> <p>Webmaster pay</p> <p>Nicky Folders</p>
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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<ul style="list-style-type: none"> • Incoming students Activity 1- Incoming Pre-K/Kindergarten students and parents are introduced to the campus. Parents and students meet in the Auditorium. On the first day of school, half of each class begins in order to become oriented with routines and procedures. Only the second half of the students attend school on day two with all students being integrated together on day three. 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<ul style="list-style-type: none"> • Outgoing students Activity 2- 5th grade field Trip to Jr. High school Activity 3- 5th grade end of the year celebration Activity 4- 5th grade schedule counseling Activity 5- Creating Junior High involvement (i.e., lockers, Nicky folders, changing classes) Activity 6- Coordinate with Creekside Jr. High's Special Ed. department to ensure that 5th grade students' IEPs are written in accordance with available programs. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>End of Year supplies by PTA</p> <p>Nicky folders</p> <p>Counselor services</p> <p>refreshments</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students. • Teachers are to PM these students to ensure interventions/lessons are addressing student needs. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute salary and benefits to allow teachers to DIBEL test their students.</p>
<ul style="list-style-type: none"> • DIBELS- Teachers are expected to use this data to identify At Risk students and form intervention groups. • LEAP, iLEAP, PARCC- Use standardized test data to identify students' weaknesses to guide instruction. • ELA and Math SLTs- Use BOY and MOY data to identify students' weaknesses to guide instruction. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Substitute salary and benefits to allow teachers to DIBEL test their students</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Sixth Ward Elementary students experience, a Mental Health Provider will work with students for 19 hours per week.</p> <ul style="list-style-type: none"> • This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. • Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. • The administration (Brian Hirstius) will monitor implementation of the MHP program. • Due to the confidential nature of student involvement in the MHP program, Brian Hirstius will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. • Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <ul style="list-style-type: none"> • “Steps To Respect” • “upSTANDers” Club • Buddies (PreK and 5th) 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•Counselor and MHP salary/benefits</p>

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<ul style="list-style-type: none"> • School-wide PBIS program- • School-wide classroom management utilized by all teachers • Buddy Bench • PBIS rewards parties (twice per quarter) • Fish Philosophy • Check-in/Check-out • Guidance lessons for 1st -5th • Honor Society • Cardinal Cards 	<p style="text-align: center;"> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p>•Awards</p>
<p><u>Instructional Program Enhancements</u></p> <ul style="list-style-type: none"> • Title I funds are used to provide a teacher (Perry Keyes) for science and computer labs to improve academic performance in science (specifically, but not limited to science as inquiry). • The computer lab will be utilized to teach students the necessary skills to be successful on the upcoming computer-based PARCC assessment. • The computer lab will also address students' needs in the area of computer literacy and skills. • The Title I science program utilizes an on-site planetarium for enhancing Earth and Space Science for all students. 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Science lab teacher (Perry Keyes) salary and benefits Computer lab teacher (Perry Keyes) - Planetarium Software -World Wide Telescope software -Planetarium Supplies: -student controllers -exhaust fan</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></p> <p>Tutoring Programs-Pull out Students are identified by:</p> <ul style="list-style-type: none"> • Teacher Observation • DIBELs scores • LEAP/iLEAP scores Student Progress • DIBELs assessment • District assessments • Class performance/grades <p>Program Evaluation</p> <ul style="list-style-type: none"> • EOY DIBELS assessment • EOY District assessments • EOY Class performance/grades • Report cards <p>Programs:</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •License Reading Coach (M. Dusse') •License Fast Forward •Schwalenberg/Bryson salaries and benefits •Tutors salaries/benefits (V. Serpas) (M. Fonseca) (R. Kennedy) (M. Dusse')

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<p>•Fast Forward- Schwalenberg/Bryson. -Students will be monitored through the Fast Forward assessment program for each student. -Fast Forward will be evaluated based on student report card scores from the 1st nine weeks to the 4th nine weeks and SLT data.</p> <p>•K and 1st Grade Reading Tutoring-V. Serpas</p> <ul style="list-style-type: none"> • Students will be monitored through the BOY DIBELS scores and MOY • -Reading Tutoring will be evaluated based on EOY DIBELS scores and student report card scores from the 2nd nine weeks to the 4th nine weeks. <p>State Test Intervention Math-M. Fonseca –</p> <ul style="list-style-type: none"> • Students will be monitored through the SLT assessments of each student, nine weeks report cards, and classwork. • -State Test Intervention will be evaluated based on student report card scores from the 1st nine weeks to the 4th nine weeks SLT assessments, and State testing results <p>My Reading Coach- M. Dusse/R. Kennedy</p> <ul style="list-style-type: none"> • -Students will be monitored through the MRC ongoing assessment built into the program. • -MRC will be evaluated based on student report card scores from the 1st nine weeks to the 4th nine weeks, and state testing results. 		
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u> Kimberle Bozant (Helping Hands Tutor ELA and Math)</p> <ul style="list-style-type: none"> • Students are identified through teacher observation, class work, and assessments. • Students are monitored for progress through teacher observation, collaboration with para helper, class work, and assessments. • This tutoring program is evaluated through the successful achievement of students’ goals, and academic progress evidenced on their class work and 9 weeks’ report cards. 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity: Salary and benefits for Kimberle Bozant</p>

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<p><u>Technology Resources and Personnel (include names):</u></p> <p><u>General Technology</u> to increase engagement:</p> <ul style="list-style-type: none"> • Activboards, Votes, Expressions, computers, printers, laptops, digital microscopes, and planetarium controllers/projector. • Perry Keyes is employed as a half-time Technology Teacher to assist students with the acquisition of computer skills needed to participate in online testing and general classroom technology components. <p><u>Software:</u></p> <ul style="list-style-type: none"> • Eagle- EAGLE is an online assessment tool that supports formative assessment in the classroom and can be used to aid and enhance student learning throughout the year. The system provides teachers the ability to build online tests, assign them to students, and receive student and class performance reports on items aligned to state adopted standards. Students are monitored by classroom teachers. • BrainPop and BrainPop Jr. This web-based software covers all academic areas and allows teachers to assign specific activities, games, and assessments for students covering all academic areas. BrainPop and BrainPop Jr. also provide formative assessments that collect data for each student. • World Wide Telescope software for our planetarium is used for all students 1st -5th grade Space Science and Geography. • Discovery Education (United Streaming)- This program is used in conjunction with Social Studies, Science and Current Events to enrich the GC. • Select Educational Websites- Classroom teachers use parish approved select educational websites to allow students access to enhance the CCC and GC. Each student allowed to access these programs 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> x </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • IT Personnel: Technology teacher, TRT, Para Tech, Webmaster On-site staff members (salaries/benefits) Headsets • Computers • Promethean Boards • Active Votes • Document Cameras • Projectors • CD players • Printers • Digital Camera • Calculators • Broadcast Studio • BrainPop & BrainPop Jr.
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<p>are monitored by the classroom teacher and have a current signed technology release on file.</p> <ul style="list-style-type: none"> ● Read/Write/Gold- Students identified as struggling readers and writers, students with learning disabilities access this program as an RTI to assist with educational progress. Students are monitored by classroom teachers and special education personnel (L. Thomas, S. Watkins, D. Caldwell, L. Roussell) ● Music Ace- This program is used to enhance current fifth grade band students in reading and composing music. They are monitored by D. Messina, music instructor at SWE. <p>Hardware:</p> <ul style="list-style-type: none"> ● Headsets ● Computers ● Promethean Boards ● Active Votes ● Document Cameras ● Projectors ● CD players ● Printers ● Digital Camera ● Calculators ● Broadcast Studio <p>IT Personnel:</p> <ul style="list-style-type: none"> ● TRT ● Para Tech ● Webmaster ● On-site staff members 		
<p><u>Technology Interventions/Progress Monitoring</u></p> <ul style="list-style-type: none"> ● Reading Coach- Students are selected due to documented data sources and as an SAT RTI. The Reading Coach (Ms. R. Kennedy) monitors students and their progress in this program using the My Reading Coach assessments and student report cards. These results are provided to the classroom teachers. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Itinerant Early Childhood Teacher salaries/benefits Severe/Profound Teacher salaries/benefits Inclusion/Resource</p>

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<ul style="list-style-type: none"> • Fast Forward- Students are selected due to documented data sources and as an SAT RTI. The FFW Coaches are SLPs who monitor students and their progress in this program and present results back to the classroom teachers (Schwalenberg/Bryson). • Earobics- Students are selected due to documented data sources and as an SAT RTI. Individual classroom teachers monitor students and their progress in this program and chart student progress. If a student is enrolled under RTI, results are monitored by SAT personnel. 	<p style="text-align: center;">___ Bond Money ___ Other</p>	<p>teachers' salaries/benefits •Teacher 1st-3rd</p> <p>R, Kennedy salary and benefits.</p>
<p><u>Special Education Subgroup Data</u> ELA Students with Disabilities Whole School percent Proficient = 43.2%</p> <p>Math Students with Disabilities Whole School percent Proficient = 34.1%</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;">___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u></p> <ul style="list-style-type: none"> • This year we have a large number of students with disabilities who require considerable support. Therefore, we will operate a more inclusive Special Ed. environment which will utilize co-teaching for ELA and Math. Two Special Ed. teachers will be utilized as co-teachers with the following breakdown: (Arlyn Lewis 1st through 3rd grade, Shellie Watkins- 4th-5th grade). • Two special education paraprofessionals (V. Miller and K. Howell) will service the students in the 1st through 3rd grade classroom. • One Special Ed. paraprofessional (T. Livingston) will service grade 4-5. • Additionally, all pre-k and kindergarten students requiring SPED services will 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;">___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u>X</u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Early Childhood Teacher salaries/benefits</p> <p>Severe/Profound Teacher salaries/benefits</p> <p>Inclusion/Resource teachers' salaries/benefits •Teacher 1st-3rd •Teacher 4th-5th MAE class •MAE Teacher Special Education</p> <p>Paraprofessionals'</p>

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<p>receive their services through the new blended program with the support of Corrine Berner as the early childhood special education teacher.</p> <ul style="list-style-type: none"> • Additionally, we have one moderate/severe class (L. Roussell-teacher, D. Bigner and D. Sharpe-paraprofessionals) and one MAE class (D. Caldwell- teacher, V. Howell). 		salaries/benefits
<p><u>Classroom Size Reduction Teachers</u></p> <p>CSR teacher (H. Pellitteri) in the 4th grade Class size data was use to determine this teacher. Research shows that having a smaller pupil/teacher ratio is effective in improving student achievement. The following is the Student/Teacher ratio: -Without CSR teacher 27:1 -With CSR teacher 18:1</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>CSR teacher salary and benefits</p>
<p><u>Curriculum Enhancements</u></p> <p>The 5th Grade field trip to Baton Rouge (Louisiana’s Governmental and Historical sites)</p> <p>The Baton Rouge field trip is the final field trip to be taken at Sixth Ward Elementary. It is during this trip that students get to experience their state capital in person. Students will move into the middle school environment with a real experience of the government structure/atmosphere, and an understanding of some of Louisiana’s historical sites.</p> <p>Throughout this trip, lesson plans include activities where students look for answers to questions and record them for classroom reflections.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Entry fees for various Baton Rouge field trip sites. Charter bus to Baton Rouge</p>

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> • McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA • Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. • Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. • Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.. • Students in participating schools are entitled to attend 21st Century programs in the afternoons. 	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> X </u> Other Title 10 21st Century</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> • Tutoring • Clothing • School supplies • Field trip fees • Summer school fees • MHP services • Community Resource Connections • Meals • Services of the LEP para and LEP tutor

11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?		
<p>The Title I Committee meets and discusses all of the following:</p> <p>- All meetings will have agendas and sign-in sheets.</p> <p>Overall-The school's performance on standardized test scores/ DIBELs scores</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes Salaries/benefits</p>
<p><u>Tutoring programs</u>- Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • Tutoring programs- Brian Hirstius will develop a report outlining the effectiveness of each tutoring program and the entire Title I plan funded by this program. <p>Fast Forward- Schwalenberg/Bryson.</p> <p>- Data will be collected in May 2016.</p>		

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<ul style="list-style-type: none"> - All students Helping Hands classrooms at-risk of failing due to pupil progression will be entered on a spreadsheet. (if a student is at risk in multiple subjects they will be entered on the spreadsheet more than once). - Report cards grades for subjects at risk each nine weeks will be entered. - As soon as the student acquires enough quality points for promotion, they will be given a 1 on the spreadsheet for that subject. - If at the end of the year, the student does not have enough quality points toward promotion, they will get a “0”. - The total points will be divided by the total number of student entries. - The program will be considered successful if 95% of the students achieve promotion in their at risk subjects. - This report will be given to the Assistant principal for inclusion in the Title I evaluation in May. <p>K and 1st Grade Reading Tutoring-V. Serpas</p> <ul style="list-style-type: none"> - Data will be collected by Assistant Principal in May 2016. - Students will be monitored through Nonense Word Fluency subtest in DIBELS • MOY DIBELS scores and EOY DIBELS scores in kindergarten • BOY to EOY in 1st grade • 70% of students in tutoring programs will achieve Benchmark – Nonsense Word Fluency • By May 15, 2016 the assistant principal will have this report ready to include in the overall Title I evaluation. <p>State Test Intervention Math-M. Fonseca</p> <ul style="list-style-type: none"> - Data will be collected in May 2016. - -EOY SLT will be compared to MOY SLT. 		
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<ul style="list-style-type: none"> - Students who improve by 25% from MOY will be considered successful and given a “1” on the spreadsheet. Others will receive a “0” - Total number of points will be divided by the number of students in the program. - The program will be considered a success if 70% of the students achieve the target goal. <p>My Reading Coach- M. Dusse’/R. Kennedy</p> <ul style="list-style-type: none"> - Data will be collected in May 2016. - All students at-risk of failing Reading due to pupil progression will be entered on a spreadsheet. - Report cards grades for each nine weeks will be entered. - As soon as the student acquires enough quality points for promotion, they will be given a 1 on the spreadsheet for Reading. - If at the end of the year, the student does not have enough quality points toward promotion, they will get a “0”. - The total points will be divided by the total number of student entries. - The program will be considered successful if 95% of the students achieve promotion in Reading. - This report will be given to the Assistant principal for inclusion in the Title I evaluation in May. <p>Science/computer lab- Perry Keyes</p> <ul style="list-style-type: none"> - Data will be collected in May 2016 using the 16 point Technology Rubric adopted by STPSB. - Brian Hirstius will collect the data. - It will be collected in May, 2016 and part of SLT Data for Perry Keyes (Computer Lab teacher) - Data will place students in 4 categories (Unsatisfactory, Basic, Mastery, and 		
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<p>Advanced) - Brian Hirstius will write the final report.</p>		
<p><u>Helping Hands Program</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • All students Helping Hands classrooms at-risk of failing due to pupil progression will be entered on a spreadsheet. (if a student is at risk in multiple subjects they will be entered on the spreadsheet more than once). Report cards grades for subjects at risk each nine weeks will be entered. As soon as the student acquires enough quality points for promotion, they will be given a 1 on the spreadsheet for that subject. If at the end of the year, the student does not have enough quality points toward promotion, they will get a “0”. The total points will be divided by the total number of student entries. The program will be considered successful if 95% of the students achieve promotion in their at risk subjects. This report will be distributed at the first professional development day of the 2015/2016 school year. 		
<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation Parental Involvement</p> <ul style="list-style-type: none"> - Parenting Committee will meet to evaluate tickets-out-the door for events (Parental questionnaire will be provided) - Parenting committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents. - The Title I School/Parenting Committee will review the Title I Parent Survey results. - Review the NNPS plan and survey information Lindsey Johnson will develop a report outlining the effectiveness NNPS and the entire Title 		

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<p>I plan funded by this program.</p> <ul style="list-style-type: none"> - This report will be distributed at the first professional development day of the 2015/2016 school year. 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation MHP Evaluation Form</p> <ul style="list-style-type: none"> • Administration (Dr. M. Biernacki/Mr. B. Hirstius will analyze results from MHP and JPAMS reports to evaluate students involved in the MHP program at SWE for demonstration of increased academic achievement. • By May 2016, 90% of students serviced by MHP will show an improvement in emotional well-being according to the Likert Scale for Emotional Well-Being resulting in less time out of the classroom for students being serviced. This report will be distributed at the first professional development day of the 2015/2016 school year. • Results from both MHP evaluations will be ready by the beginning of May and become part of the overall Title I evaluation. 		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation Elizabeth Bonnell (TRT) will be the responsible person for Professional Development.</p> <ul style="list-style-type: none"> • The professional development program will be evaluated using SLT data. • All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. • Students meeting their learning target will be considered successful and given a “1”. • Those not reaching their target will get a “0”. 		

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<ul style="list-style-type: none"> • A percentage of successful students will be determined for each teacher. • These spreadsheets will be submitted to the TRT who will enter the % success for each teacher on her spreadsheet. • Teachers with an 80% success rate will be given a “1” and the other will receive a “0”. • 85% of the teachers are expected to meet the target set for evaluating the PD program. • A meeting will be held at the beginning of 2016/2017 school year to evaluate the effectiveness of the 2015/2016 professional developments. • Minutes from all meetings will be taken and filed and a formal evaluation report will be written. • All meetings will have agendas and sign-in sheets. • A meeting will be held at the beginning of 2016/2017 school year to evaluate the effectiveness of the 2015/2016 professional developments. • Minutes from all meetings will be taken and filed and a formal evaluation report will be written. • All meetings will have agendas and sign-in sheets. 		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <ul style="list-style-type: none"> • Brian Hirstius will develop a report outlining the effectiveness of each tutoring program and the entire Title I plan funded by this program. • This report will be distributed at the first Title I Committee meeting of the 2016/2017 school year. <ul style="list-style-type: none"> - The Title I committee will discuss how the data analysis impacts the use of Title I funds and the personnel for the 2016/2017 school year. • A copy of this report will be displayed on the school’s website for viewing by all 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute Salaries/benefits</p>

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<p>stakeholders.</p> <ul style="list-style-type: none"> • Results will be analyzed to see where changes and modifications need to be made and results will be discussed with the faculty at the first professional development day of the 2016/2017 school year. • . 		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <ul style="list-style-type: none"> • A copy of this report will be displayed on the school’s website for viewing by all stakeholders, including parents. • After the results of the assessment are analyzed to see where changes and modifications need to be made, they will be provided to parents at the Meet and Greet night during August 2016. • The evaluation of the whole Title I program is shared with all stakeholders in an assembly format. Parents and stakeholders are given the opportunity to make comments or ask questions regarding the programs available at the school. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>